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NATIONAL TITLE I ASSOCIATION
a National Association of State Title I Directors

Rethinking **Educational Equity** in a Digital Era

Forging a Strong Partnership between District Title I and Technology Leaders

In collaboration with:

comcast

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Promethean

About the Consortium for School Networking (CoSN)

CoSN is the premier professional association for school system technology leaders. The mission of CoSN is to empower educational leaders to leverage technology to realize engaging learning environments. Visit www.cosn.org or call 866-267-08747 to find out more about CoSN's focus areas, annual conference and events, advocacy and policy, membership and the CETL certification exam

See more at: http://www.cosn.org/about/news/cosn-issues-k-12-privacy-toolkit-school-leaders#sthash.TTBqYkTO.dpuf

About Title I Association

The National Title I Association (http://www.titlei.org/) is dedicated to improving and implementing the Title I program so that more children reach their academic potential. The Association provides educational leaders at the state and local levels with the opportunity to work together to share ideas on effective and innovative programs, identify problems and solutions, and represent the needs of Title I families.

The National Title I Association is a membership organization made up of the Title I Directors, and their staff from each of the states and territories, charged with managing their state Title I program. They ensure compliance with federal regulations, but more importantly work to see that all children—especially those living in economically disadvantaged conditions—have the opportunity to receive a high quality education.

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Introduction: Rethinking Educational Equity in the Digital Age

The promise of American democracy is to provide every person with the opportunity for a productive life, including meaningful and gainful employment. The pathway to that opportunity has always been education, particularly for children who are born into lives of poverty. President Lyndon Johnson, recognizing the debilitating social consequences of economic isolation, created the Elementary and Secondary Education Act (ESEA) in 1965 with the noble intention of helping millions of children from poor families "overcome their greatest barrier to progress: poverty."

For almost 50 years, Title I of the ESEA has been the conduit for thousands of districts and schools across the country to direct critical funds towards those students who need them the most. Since its inception, Title I has sought to ensure educational equity for students from marginalized economic backgrounds who are at the greatest risk for underachievement and dropping out.

What is "Educational Equity" in the 21st Century?

Whatever you call the era in which we live—"post-industrial," "the second machine age," "the digital age"—there is no doubt that personal technologies have completely transformed the ways in which we live our lives. Whether we are communicating with loved ones, receiving medical attention, driving to a destination, watching a movie, reading a book, following news on a world event, checking out at the supermarket, telling time, listening to music, working on an assembly line, playing the stock market, finding an apartment, or looking for a job—digital and mobile technologies have completely revolutionized how we conduct our lives.

The impact of digital and mobile technologies isn't just logistical. Technology has turned the world into one enormous and ever-growing pool of data and, in the process, transformed the way we think, analyze, and make decisions in our personal, academic, work, and civic lives. As *New York Times columnist Thomas Friedman* recently wrote, "All this data means we can instantly discover and analyze patterns, instantly replicate what is working on a global scale and instantly improve what isn't working—whether it is eye surgery techniques, teaching fractions or how best to operate a G.E. engine at 30,000 feet."

The ability to do that kind of analysis is becoming increasingly important for gainful, meaningful employment. The head of hiring for Google said recently in an interview in the *New York Times,* "For

A Brief Background on Title I

Title I is the section of the ESEA that is specifically targeted toward children in poverty. Title I is not a specific program but rather a funding resource provided by the federal government to states; states then send these funds to local school districts, who in turn allocate the monies to individual schools with high poverty rates to improve their students' academic achievement and close achievement gaps. The amount of funds is based on a formula that counts the number of families living in poverty in a school attendance area; that formula provides funding to schools with high poverty rates in the school district, based on the number of low-income children in the school. Schools that receive Title I funding are called Title I schools.

Federal funds must be added to local and state dollars, not used to replace local and/or state dollars (known as "supplement, not supplant"). In some schools where the number of children living in poverty is 40% or greater, a school can make use of what is called a *Schoolwide model* where funds are used across the entire school's population; other schools with smaller incidences of poverty can use a *Targeted Assistance model* that focuses on eligible children (those that are the lowest achieving students regardless of income status).

Many types of activities can be paid for with Title I dollars, as long as they are in service to support the learning of eligible children and allowable within the Targeted Assistance or Schoolwide program operating in a specific school. Types of services that may be funded by Title I include: afterschool programs, professional development, anti-bullying programs, support for ELL students, academic coaching, pre-K, technology.

While the Title I program is currently appropriated at more than $14 billion, the funding is not sufficient to serve all eligible children. This inequity has partially resulted in school districts needing to ration services by focusing on those school buildings with the greatest percentage of low-income children (funds flow based on poverty, not on achievement) before serving eligible children in other buildings.

every job, the No. 1 thing we look for is general cognitive ability, and it's not I.Q. It's learning ability. It's the ability to process on the fly. It's the ability to pull together disparate bits of information."

It's not just high-tech employers like Google who require such cognitive dexterity. According to Richard Long, Consultant for Government Relations, National Title I Association, today's manufacturers say that they need employees "who can change what they are doing, almost on an hourly basis."

Informed use of robust digital tools, then, is clearly key to inculcating in our children the kind of higher-level, dynamic thinking required of 21st century citizens and workers. Yet what happens to the child who has limited access to these tools? Even if schools enable students to use digital technologies in the classroom, what happens when they go home and do not have the same access?

When it comes to sophisticated mobile device ownership, an ownership gap persists. According to Pew Research Internet Project data from 2012, only 30% of low-income households (defined here as under $30,000) have smartphones, compared to 70% of adult households that earn $75K or more. In the same study, Pew reports that less than half (47%) of low-income households have broadband at home, compared to 89% of higher-income adult households.

The access numbers grow grimmer when you factor in education level: only 37% of adults with no high school diploma have broadband at home, compared to 89% of those who have a college degree or higher.

But equity is not just about giving students access to the tools that they will need for employment and citizenship. Equity is also about equal opportunity for achievement *in school—the chance to succeed regardless of income or background. And technology—implemented well and appropriately supported—has proven to be one way to help close the achievement gap. According to the research group* Project RED, schools that properly implement* a digital learning environment outperform all other schools in measures such as disciplinary actions, increase in high-stake test scores, reductions in drop-out rates, and increases in graduation rates.

Which means that working toward digital equity in classrooms of today—and tomorrow—is a two-pronged approach:

- ensuring all students have access to the tools and systems they will need in their present and their adult lives; and
- leveraging the power of those tools to help students learn and succeed in ways that are required of 21st century citizens.

*** 9 Key Implementation Factors for Technology-Enabled Educational Success**

1. Technology is integrated into every intervention class.
2. School leaders provide time for teacher professional development and collaboration, at least monthly.
3. Students use technology daily for online collaboration.
4. Technology is integrated into the core curriculum weekly or more frequently.
5. Online formative assessments are conducted at least weekly.
6. Schools achieve low student-computer ratios.
7. Virtual field trips are conducted at least monthly.
8. Students use search engines daily.
9. Principals are trained in teacher buy-in, best practices, and technology-transformed learning.

Source: www.projectred.org

A New Partnership for Title I and Technology

For decades, Title I has been in the vanguard of bringing technology into the poorest schools in the country. Indeed, if it weren't for Title I, some schools would not have any technology.

Yet, as Richard Culatta, Director of the Office of Technology for the US Department of Education, points out in a recent letter to educators, "Educational technology advances quickly. Many of the terms we use today to describe technology-enhanced learning did not exist" when the ESEA was passed in 1965. But that doesn't mean, he notes, that "federal programs cannot be used to support thoughtful implementation of educational technology.… Many federal formula and competitive grant programs allow funds to be used to support digital technology, even if the program statutes do not reference educational technology specifically."

One example he cites is section 1114 of Title I, Part A, which allows schools to use funds to "acquire devices (tablets, laptops, etc.) in addition to curriculum and professional development as part of a comprehensive plan in a Title I [S]choolwide program school. This may include transitioning to [S]choolwide blended learning or personalized learning models."

Culatta, in his letter, freely blends the language of Title I ("Schoolwide program") with the terminology of technology ("blended learning"). This interweaving of vocabulary reflects the direction in which technology and Title I are heading: stronger-than-ever partnerships at the district level that marry the expertise of both offices toward leveraging "advances in technology to improve student learning and achievement."

Certainly the two offices have always worked together. But the stakes are higher now than ever before for the use of technology in teaching and learning. And the pace at which that educational technology is changing—digitized, mobile, online, virtual—is much faster than in previous decades.

Furthermore, Title I is a huge program, governed by complex rules. (For an example of its complexity, see Appendix C, Federal Funds Purchasing, Asset Tracking, and Audit Compliance.) Part of the reason for this complexity is that the system is designed to promote fairness and equity, qualities rarely achieved through simplistic measures. The allowable use of Title I funds in a given district depends on the type of program being operated in each Title I school—Targeted Assistance or Schoolwide —and on the configuration of the schools in the district for a given grade span (all Title I Schoolwide, a mix of Title I Schoolwide and Targeted Assistance, or a mix of Title I and non-Title I schools) and must be taken into consideration in planning for the use of technology support in Title I schools.

The time is now for Title I directors and technology directors to strengthen their relationship, to step up the level of dialogue around technology and teaching and learning, and to collaborate in new and intentional ways to ensure that their district is engaged in 21st century thinking and planning for the success of their 21st century students.

A Discussion Guide for Planning Technology Integration Into Title I Schools

We have created a discussion guide to help Title I and technology directors engage in high-level planning meetings about technology-enabled learning initiatives in Title I schools. These five key questions will help directors take a holistic view of the school to assess its readiness to adopt the initiative and identify the support it will need to achieve the Title I program's overall goals.

Note: When using this Discussion Guide, please keep in mind the type of Title I program—Targeted Assistance or Schoolwide—that will be using the technology, as restrictions may apply.

1. Is the technology-enabled initiative in the school consistent with the district's overall vision for educational technology, as reflected in the district technology plan?

Almost every school district has a strong vision statement and clearly defined objectives for the use of technology in teaching, learning, and school administration. Title I programs use of technology should reflect these district goals and objectives.

A dialogue between Title I and technology experts can ensure that Title I programs reflect the digital values and plans of the district. Among the issues they can discuss:

- How the use of technology is consistent with the district's learning goals and philosophy.
- Does the technology initiative require a technology product or standard that the district technology office would have a hard time procuring or supporting? Is that product compatible with other district enterprise solutions?
- Is the technology initiative replicable in other district schools (with appropriate modifications for different student groups and funding sources)?
- Will tools used for data collection/analysis, initial instruction, and intervention efforts be compatible with district systems?
- Who is responsible for deciding what technology product will be supported in the districts?

2. How does the use of technology directly support or enrich curriculum, classroom instruction, and the learning environment?

A common mistake districts make is to plan a "technology initiative" when what they are really planning is an educational initiative that is being supported by the use of technology.

The distinction is not merely semantic. Digital technologies are tools necessary to provide students with the skills critical for success in the 21st century. Use of them, per se, is not the goal; use of them as a tool to support student learning or teacher effectiveness is the goal. Even in specific digital tool training programs (like Microsoft certification programs), the objective is toward the greater goal of applying the technical skills to more complex tasks.

Therefore, any Title I program that is designed to use technology to promote teaching and learning needs to be evaluated to ensure that technology is, indeed, playing such a role.

When discussing your technology-enabled program, questions you can ask include:

- Is the Title I program Targeted Assistance or Schoolwide, and how does that affect how learning is supported?
- How is the program learner focused?
- Are the learning goals clearly defined?
- How will the chosen or identified tools support the learning goals?
- What research is available on the educational effectiveness of the chosen tools?
- How does the learning initiative leverage the strengths of the technologies selected?
- What other tools might be needed to provide complete instructional support?
- Does the technology help address the wide variety of learning needs within the school, including language barriers?
- Are the language of instruction and the language of children compatible? Are the technological tools supportive of district ELL policy and goals?

3. How do the plans address professional development?

Professional development (PD) is the linchpin of any successful learning initiative, whether or not it involves technology. But when new technological tools are layered onto new learning initiatives, the need for training and support grows exponentially.

Well-designed PD for technology-enhanced learning initiatives integrates tool training with content and pedagogy training. After all, if the intent in the classroom is to integrate technology with teaching and learning, then that integration must happen at the professional development level as well.

Best practices for professional development also include ongoing and embedded support. Effective educational leaders understand that one-off, stand-alone workshops do little to empower teachers to adopt new curriculum or instructional strategies.

Helpful questions to discuss regarding your PD plan for your learning initiative:

- How does the PD plan specifically address the initiative's goals?
- How does the plan put teachers in the best possible position to actually use the technology?
- In what ways is the PD ongoing and/or job-embedded?
- How does the PD integrate the technology training with training on the learning initiative itself?
- How does the plan take into consideration the needs and profiles of adult learners, including the fact that all people, even adults, learn at different rates?
- Will teachers be able to get support when they need it? How?
- Does the professional development strategy scaffold the learning and make it possible for teachers to learn gradually?
- Do you see evidence that teachers will be able to learn the basics, apply them, and when ready, move on to instructional technologies and practices of greater complexity?

4. What infrastructure is required to fully support the technology initiative?

Infrastructure for tech-enabled learning covers a myriad of issues that are not just technical in nature. A proper infrastructure provides for the capacity of buildings, tools, policy, systems, and people.

Among the questions you can discuss to determine your infrastructure readiness:

- What technology is available now? What tools are currently at your disposal that can be used to support the learning initiative? Are there enough devices to support the learning environment?
- Do any of the current tools require enhancements (additional modules or ancillary software) or updates (e.g., operating system upgrades)?
- Is there sufficient bandwidth—within the building and to the Internet—so that multiple classrooms, even the whole school, can be online?
- Are classrooms appropriately wired (e.g., electrical outlets, cable connections, wifi access points) to accommodate the technological devices required for the learning initiative?
- Is there sufficient support for wifi throughout the school buildings and district campus to support digital learning that happens outside the classroom?
- In the case of a 1:1 program, are there district monies already being used to fund the initiative in the Title I school? If so, please note that Title I dollars cannot replace ("supplant") those district funds and must be used to supplement the program's implementation in other ways, perhaps with professional development.
- Does the district have and promote a responsible use policy that protects both students and teachers from the misuse of digital devices and networks and ensures that the focus of digital-tool use rests squarely on teaching and learning?
- Is the technical support plan sufficient to ensure timely resolutions of problems so that it does not interfere with teaching and learning?
- What provisions need to be in place for family engagement on the new program? (For more on family engagement, see Appendix D.)
- Stay on top of the program of E-Rate reform to see how changes in this federal internet initiative may impact your technology initiatives.

5. How is the issue of digital access outside of school being addressed?

21st century learning initiatives strive to provide students with access to digital tools outside of as well as inside school. This is a particular challenge for Title I schools and districts, where families may not have sufficient (if any) broadband at home and where community-based broadband resources may be limited.

Outside-school access can take different forms:

- Forsyth (GA) County Schools has a community partnership with local businesses to provide a directory of free wifi spots for students. James McCoy, President and CEO of The Cumming-Forsyth County Chamber of Commerce said in a district press release: "By working together to identify and map free Wi-Fi locations, we will create a cloud of coverage that not only benefits students, but those that also live and work in our community."
- Green Bay (WI) School Districts started a pilot for grades 6-12 students their own mobile hot spot (from Kajeet) attached to their Chromebooks to enable home access. The devices employ all the same filters as are used in the district, enabling safe access outside of school walls.
- Connect2Compete is a national program from the National Cable & Telecommunications Association (NCTA) to help eligible families receive affordable broadband service from local cable and telecom providers (see Appendix A for a list of participants). The service also has an online program that sells discounted refurbished computing devices and equipment.
- Some municipalities, like Ponca City (OK), have stepped up to be the broadband supplier to their towns, offering free wifi to the educational and residential community.
- Rowan-Salisbury (NC) School System put wifi on all the school buses, so that students with long commutes or who play sports could have access to learning resources while traveling. The district pays an annual subscription fee for the Internet access and uses Autonet Mobile's native content-filtering application. "Of all of the IT initiatives we've undertaken during the last six years," said technology director Phil Hardin, "this was one of the simplest."
- The Alvarado (TX) Independent School District has partnered with Verizon to institute a Community Located Internet Connection Kiosk (CLICK) initiative that puts broadband kiosks from HP in community centers to allow anyone with an Internet-enabled device to connect to the Internet. According to Kyle Berger, AISD Executive Director of Technology, the kiosks will also "give access to those without devices the key district information."

These examples demonstrate what some districts are currently doing to provide access outside of school. Eliminating digital inequities faced by economically challenged students and their families is critical. A digital learning program that does not address the home access issue can lead to further inequities and exacerbate the disadvantages faced by Title I students and their families.

If your district is in the beginning stages of providing home and community access, there are some steps you can take to move toward digital equity. These steps are the necessary foundation for moving beyond discussion and towards action to ensure access outside of school.

- Engage local businesses, perhaps your Chamber of Commerce, in a conversation about digital equity/access. Consider hosting a community forum/symposium on the topic and invite local business, civic, and parent leaders to participate. Make sure the local media provides coverage!
- Talk with your cable/teleco/Internet provider about how they can be a partner to solve this challenge, whether through discount programs for eligible families or providing community hot spots. Loudoun County (VA) Public Schools, for example, has invited Comcast to host a fair this school year for families to learn more about their Internet Essentials program, which offers affordable home Internet access to eligible families. (See Case Studies for more information about Loudoun County.)
- Survey your families about their home broadband access. The local cable/teleco/Internet provider might be willing to sponsor such a survey.
- Ensure that digital learning programs you have chosen have an offline option, so that students can still work (to some extent) even if they don't have broadband access.
- Stay on top of federal and other broadband initiatives. Organizations like CoSN can help district leaders understand the federal programs like High Cost (for rural communities), Lifeline Broadband, and how they might empower districts to provide more equitable home access.

10 Tips for Building Collaboration between the Title I Director and the Chief Technology Officer (CTO)

Finally, we offer you some ideas for relationship-building that will help jump start a deeper collaboration that goes beyond specific school programs to influence the vision and goals of the district. Digital equity should not be just a pipedream of the Title I department or the technology office, but rather a districtwide goal that is supported at all levels, across all departments. Major technology initiatives are complex and reflect major change in Title I schools—they require real leadership and the ability to lead change.

1. Start a conversation on what you both think equity means today, given our increasingly digital world.
2. Not all technology folks understand how Title I works. Sponsor a workshop for the technology office to learn about Title I: how it is funded and implemented in your district.
3. Likewise, not all Title I folks know about what is happening in educational technology. The technology office can sponsor a hands-on workshop, so that Title I administrators and staff can have first-hand experience with all the tools that the district currently uses or plans to procure.
4. Go on a joint field trip to see some great teachers using technology in powerful ways to personalize and deepen instruction.
5. Go to lunch with each other (or dinner or golfing)…or just talk, and do it regularly. Creating a personal connection is likely a key step in seeing new possibilities.
6. No one should start the conversation with: "Since Title I has all the money…"
7. Seek out cross team connections between Title I and technology departments, especially with members of the Title I team who may have more familiarity with technology.
8. Meet jointly with school building principals and their leadership teams. Since Title I programs are primarily implemented at the school level, it's important that principals have the ear of both the Title I office and the technology department.
9. Meet with your superintendent and his/her leadership team to set a vision for digital equity and then explore how to finance it.
10. Start today. Our kids can't wait.

Case Study: Clark County School District, NV

Eighteen months ago Nevada's Clark County School District (CCSD), the country's fifth largest, encompassing the entire Las Vegas metro area, embarked on a highly targeted 1:1 iPad initiative called E3—short for engage, empower, and explore—that serves more than 12,000 students across nine middle school campuses. E3 is paid for exclusively with Title I funds.

While CCSD has more than 100 Title I schools overall, the E3 project focuses in on only a small subset of those that meet certain criteria. Specifically, eligibility is limited to middle schools operating Schoolwide Title I programs, where at least 60 percent of students received free or reduced lunches. The decision to focus initially on these schools was part of an existing districtwide push to bolster overall graduation rates by allocating more resources and attention to middle schools."It seemed to be a place where we were losing those students before they got to high school," explains Michelle McIntosh, a project facilitator at the district's Title I office who worked closely with the project. To select the sites, CCSD opened up an application process to gauge interest from principals and school leaders.

Of the 18 eligible school sites for the first phase, 10 applied and five were eventually selected. For the application review process, schools set goals for themselves and listed expected outcomes. Then district leaders reviewed applications and made their decision based on three key criteria. "Leadership, the staff itself, and then also the parents," says Jhone Ebert, the chief innovation and productivity officer and former CTO at CCSD. "Are the parents and the community ready for this change? It's an entire ecosystem you need to look at."

Once selected, schools were given the choice of what devices they wished to purchase, although every school ultimately ended up selecting iPads. "We're device agnostic," Ebert says. "On the technology side, we were ready to support whatever they selected, and I was ready to support netbooks and tablets." So how did every school end up with iPads? As part of the project, schools are given a budget and relative freedom to pick and purchase the apps and tools they work with. "A lot of them indicated that the reason for selecting the tablet at that point in time was the [Apple] ecosystem. The educators thought that those apps that were available, and the free apps more importantly, were very important to accelerate the learning."

But, says Ebert, ultimately "it's not about the devices, it's about changing the instructional practices within the classroom." For CCSD, that means "more differentiation and individualized learning, as well as extending the school day into the home, and parent engagement." The project also stresses professional development for both teachers and administrators and a parent education component, all of which have been worked into the budget.

The first phase of the E3 project came courtesy of a $5 million investment from the district's Title I budget. The next year, $4 million was allotted to the project and an additional four schools added.

Working Out the Kinks

When drafting the first Title I plan that included E3, McIntosh met with the district's superintendent and deputy superintendent, regularly sent them reports, and answered their questions, all to keep them in the loop. She met with each participating school's principal individually, and kept in touch on a monthly basis. The contact with the technology department and the curriculum and professional development division—which, together with Title I, comprise the district's leadership team for the project—was even more regular. "I'm going to say it was daily meetings at first," Ebert says, adding that it later tapered to once or twice a week by phone.

Among other things, the leadership team performed a careful breakdown of potential costs and budgets them out, a time-consuming process. Another reason they met so frequently at first

was because they envisioned the E3 project to include take-home devices. At the time, the team couldn't find another large urban district that had gone 1:1 with an at-home component. As a result, the district ran a small pre-pilot to help them work out the kinks, which Ebert says taught them the importance of buying rugged covers for the devices, keeping plenty of replacement devices on hand at each school site, and keeping school security up to speed.

In addition to working together as a team, each division also performed specific duties. Although iPads were eventually selected by each school, Ebert's technology team put out bids for several devices, including laptops and netbooks. Once selected, the Title I department was responsible for purchasing the devices and peripherals, and tasked with trying to get the best price for the district. The curriculum and professional development department spoke with teachers beforehand and assessed what they would need in terms of training, and then helped direct resources as soon as the devices were in place.

The professional development component has been critical for CCSD. During the first phase, iPads were distributed to teachers in the summer, in time for a training course offered before school started. The next year, teachers were given iPads in April and encouraged to familiarize themselves with the devices and explore apps to give them a solid foundation before the summer training session. Within the school year itself, teachers have access to job-embedded support via digital coaches, paid for with Title I funds as part of the E3 project, who can help out in class or one-on-one. Teachers spend time in PD sessions with their peers across participating schools in content-specific sessions. "We use a tool called Centra, very similar to WebEx," Ebert explains, "where they can participate live online. They don't have to leave their schools and they get to ask questions and get support."

Growth Period

While the leadership team had always believed in bringing parents on board with the plans, after the first year they increased the budget support and their outreach efforts, which has included making available resources from Common Sense Media on topics such as cyberbullying. They also began a website for the E3 project aimed at educating parents, the community, and other schools interested in going 1:1. "There's social/emotional components to this as well," Ebert says. "Like making sure that parents understand that some students may need to have the device out in the living room and not in the child's bedroom."

Since the devices are take-home, the district also partnered with local telecom providers to provide discount broadband to eligible families in the E3 project, through the Connect to Compete program, a private nonprofit partnership among major providers. They have also worked to designate certain area hotspots—in coffee shops, libraries, and other community centers—where students can tap into free wifi. "I was at a school a month ago, and about 75 percent of the students have wifi in their homes, or the kids know how to find wifi," McIntosh says.

Currently, CCSD is preparing for a phase III rollout, adding an as-yet-undecided number of new middle schools to the project. McIntosh says that the gains they've seen have been encouraging. "It really is only 18 months that we've been doing this with 12,000 students, so the longitudinal data is not there," Ebert notes. "But there are two big pieces that we have data on: one is student engagement, and two is student discipline." Ebert doesn't credit the devices themselves for these improvements—she cites, in particular, "highly effective teachers"—but points out that, "These kids treasure these devices. For most of them, it's the only computer they have at their house. It's the way they communicate."

Case Study: Loudoun County Public Schools, VA

The four Schoolwide Title I elementary schools in Loudoun County (VA) Public Schools (LCPS), in suburban Washington, D.C., may not be 1:1 quite yet, but there's still a big focus on making the technology they have count. For the past three years, school and technology leaders at Guilford Elementary (510 students), Rolling Ridge (595 students), Sugarland (576 students), and Sully (481 students) have prioritized purchasing flexible, adaptable tools with Title I funds to benefit both student achievement and professional development.

While LCPS hopes to move eventually to 1:1 computing for all students, the device-to-student ratio for the four Title I elementary schools currently sits a little below 1:2. To support the district's adaptive software, like the reading and math program i-Ready, and other cloud and software tools, each school has a wired desktop computer lab, as well as mobile carts of at least 70 laptops and between 60-90 iPads, paid for with Title I funds. Sugarland and Sully have an additional 50 and 30 Chromebooks, respectively.

Each school features robust wireless infrastructure capable of supporting the district's plan of 1:1 computing, and an interactive whiteboard in every classroom capable of connecting to classroom iPads either through an Apple dongle or wirelessly via Apple TV. School leaders considered the installation of interactive whiteboards four years ago as an important first step toward 1:1, in that they provided teachers with access to "the world of multimedia resources and our video on demand system," says Lynn McNally, the district's technology and library resource supervisor. "This, combined with an infusion of math and science hands-on materials, has resulted in teachers moving away from teaching with textbooks.

To support identified strategies with students, online resources like Brainpop, Study Island, and Tumblebooks are used, as well as a variety of e-books for the devices on hand. Title I funds are also used for the ongoing professional development, as needed, to support each school's School Improvement Plan (SIP).

Working Together

The decision to purchase this technology is not made lightly. At LCPS, the first step toward allocating Title I funding is to identify needs. For that, each school site forms a leadership team consisting of administrators, the site's library and reading specialists, and its dedicated Instructional Technology Resource Teacher (ITRT), who acts as a kind of coach for teachers, helping them develop instructional strategies around technology to meet specific goals. Although Virginia funds this role at a ratio of 1 to 1,000 students, LCPS supplements with funding of their own to place one ITRT in each school (both Title I and non).

As part of that leadership team, ITRTs work to develop a comprehensive school improvement plan and set goals. Evonne Irondi, the district's federal programs supervisor, then works to translate that to the final Title I plan, through constant contact with each school's principal, who serves as a liaison for the entire leadership team.

"Ultimately, Title I dollars are to be spent for curriculum development, instruction, professional development, and parental development," Irondi says. "We talk about those areas and we prepare the plan accordingly." Irondi also stresses that technology is not considered a separate part of the school improvement plan, but rather an embedded part. "We don't set out to specifically target what the technology needs are in the building," Irondi says. "We identify what the instructional needs are in the building and then utilize the technology to support the instruction."

When funding comes in, it is distributed to each school in set amounts that are not necessarily set by the district or even the school improvement plan. "That allocation is auto-calculated given the federal allocation and the per-pupil expenditure, upon knowing how many students are there and what ranking the school is," Irondi says. "That process is already done through the application." Then, Irondi works with school leaders at each site to create a budget around their funding allocation and their needs.

While schools do not generally make decisions on what hardware will be purchased with Title I funds, they are given freedom to buy apps and peripheral tools for their iPads and Chromebooks as needed, a year-round process. Standing committees made up of district personnel from instructional and technology departments meet on a regular basis to assess schools' hardware and the core set of software for desktops and laptops that every school has access to. Once decisions have been finalized in the Title I plan, Irondi then keeps in contact with the general staff in both departments to outline the necessary support and professional development schools will need to effectively use their new devices.

After the annual funding cycle is completed, Irondi also keeps in touch with each school site. "I try to work with the principals at least every other month to discuss needs," Irondi says. "If they have needs, then they call me and we amend their budget to reflect that."

An Agile Approach

McNally and Flynn believe that the real value of the technology that Title I funding helps to procure comes through the timely changes to instructional practice that they are able to make as a result of the data they are collecting.

Students are assessed in reading and math via platforms like i-Ready, Interactive Achievement, and Developmental Reading Assessments, and students are given common benchmark tests. To analyze the data produced, teachers meet regularly in professional learning communities that target the areas identified in the school improvement plan. Librarians, reading specialists, and other subject-area experts are often brought in to assist in professional development sessions, which are mapped to the curriculum but flexible enough to adapt as data becomes available. TRTs are also involved in the disaggregation process, and assist teachers in interpreting data, identifying intervention strategies, and helping to make instructional changes.

Principals at each school site conduct multiple classroom walkthroughs each month (the lofty goal is set at 100) using iPads to record observations, which are automatically aggregated and distributed through Google Apps and then logged in to Indistar, a web-based school improvement system. During the visits, principals look for specific teaching and learning strategies—such as modeled think alouds or other cognitive connections are being addressed—and data captured from these walkthroughs is plugged in real time via the iPads.

Above all, LCPS stresses an agile, adaptable approach to both professional development and technology. "Professional development has always been a part of what we do," says Timothy Flynn, the LCPS director of instructional services. But with the technology that's been in place for the past two years, there now exists the ability to capture data that allows principals to pinpoint professional development needs on the fly, by grade level and individual teacher.

"It's allowed them to provide specific professional development each month as opposed to overall yearly goals," he says. "It also allows the principal to differentiate PD with adults, and have data to support why they are doing different things with different teachers. I think the biggest difference is that it's changing teacher practice in the classroom rapidly."

Although early, signs favoring this iterative approach appear promising. Three of the four elementary schools experienced double-digit gains year-over-year in math scores on the state's Standards of Learning (SOL) yearly exam for the 2012-13 school year, at a time when the district experienced a four point increase and statewide scores rose only two points. Additionally, while significant changes to the reading portion of the exam saw scores fall across the state, LCPS's drop was not as dramatic. "Collectively, each school division across the state in their reading assessment dropped between 16 and 18 points," Flynn says. "Our Title I schools, which should have been the most vulnerable and should have dipped at least 14 to 16 points, only fell about 10 to 13 points. We see that as promise."

Future Plans

Looking ahead, LCPS has budgeted a full 1:1 tablet environment for Sterling Middle School, as 75 percent of the Title I students will feed into that middle school for the 2014-15 school year (full district-wide 1:1 connectivity is a longer-term goal). By the time the first classrooms go 1:1, "It's going to be essential that these families have Internet access at home," McNally says. "Whatever we put in the students hands to go home is going to impact that whole family's basic ICT literacy."

This spring, LCPS has invited to host a fair for families revolving around the company's Comcast Internet Essentials program, which provides low-cost, high-speed Internet access to eligible families. LCPS has already pushed the Internet Essentials program via parent liaisons and take-home materials, but they hope bringing LCPS and Comcast employees face-to-face with families will encourage more families to sign up, as well as allow Comcast to answer any questions about the program.

Beyond facilitating a relationship with Comcast, LCPS is also exploring mobile hotspot devices that would allow students to gain wireless access from home.

As McNally noted, "We are excited as we move forward with building out our learning management system and expanding our 1:1 initiative initially at out Title I schools and later at all of our schools."

Case Study: Raytown Quality Schools, Raytown, MO

When it comes to using technology to close the achievement gap at Raytown, a suburban/urban district bordering Kansas City, MO, the district has set serious aspirations for its 10 elementary schools that recently qualified for Schoolwide Title I programs.

As Melissa Tebbenkamp, the district's director of instructional technology explains, "Our goal is to meet our students where they're at, to foster and gain student achievement and improvement, and then individualize the education to where they can make the growth and the gains they need to make."

Throughout these schools, technology is playing an increasingly large role in instruction, to help impart digital literacy skills to students and to personalize learning through adaptive software like Study Island, IXL, and Istation. In particular, Title I funding has placed interactive whiteboards in most classrooms along with wireless electronic slates, which allow students to draw, manipulate, and interact with the whiteboard from anywhere in the room. Each building also has a wired computer lab capable of accommodating one class at a time. In addition second grade classes are piloting a 1:1 Chromebooks initiative, which is being paid for though district funds.

Within the 10 Title I schools, the district also has four state-designated "focus schools" requiring extra assistance. "Focus school designation is based on an achievement gap," explains Andrea Mixon, the director of special programs who spearheads Title I. "If the subgroup of students are not performing to the state average, we have to basically move those kids up 25 percent over the next three years to remove that focus school status."

The school sets a separate budget for focus schools and has funneled toward them several hundred thousand dollars of extra funding from sources including Title I to help close the gap. Primarily, that money has gone to pay for staffing and technology. Adaptive software like Study Island and Istation, which assess students' starting points and adjust instruction based on progress, is a cornerstone of Raytown's program for all its Title I schools. While Raytown doesn't typically spend much of their Title I funding on hardware, they did use these dollars to pay for 30 new computers for each focus school to help run the new software.

A Big Push

Raytown is also using some of its Title I funds on staffing and professional development, with the goal of helping students gain the required competencies for meeting the Common Core State Standards, particularly those that rely on technology skills. Tebbenkamp characterizes student fluency with technology as a significant problem in all 10 of the district's Title I schools. "Right now we have such a gap we're not going to be able to meet those achievement goals without having focused instruction on some of those digital literacy needs," she says, noting that while students might know how to operate a computer at a basic level, or even type, many struggle with searching for information effectively, collaborating, and staying safe online.

In response, Raytown is investing in a one-year "push" to get students up to speed. Using Title I funds, the district is hiring two full-time instructional assistants for each school site, on top of an existing technology coach, to work with students on digital literacy skills. "Overall our hope is that we can focus for one year and get our students' literacy up to a point to where our teachers are focusing on integrating it into the lessons and to the units we've established, and not trying to train on those basic skills," Tebbenkamp says.

Teachers, too, are also getting ready. In addition to regular training sessions whenever new software is introduced, last summer elementary teachers attended a curriculum summit designed around developing and practicing Common Core units, and each teacher was paid a stipend for attending from Title I funds.

Team Approach

For Raytown, allotting their yearly Title I funds is a collaborative process that seeks input from a variety of stakeholders. As a first step, Mixon typically works directly with each school site's principal and leadership team to identify technology needs to be included in the Title I plan. To get the process going each year, Mixon distributes a skeletal building plan to each principal who evaluates their school's needs and the resources needed for next year.

"The intent of them writing the plans is that they work with their building leadership team, which is usually comprised of teachers, administrators, and the learning coach, to develop

the plan initially," Mixon says. "So that they as a whole school kind of decide, 'What are our needs, and what are we looking for next year?'" Mixon then meets with each principal to review the plan before completion, talk about what might be included, and answer any questions.

Afterward, Mixon squares each building plan with the overall districtwide Title I plan as decided in consultation with the district instructional leadership team, comprised of administrators that include the associate superintendent of instruction and technology director Tebbenkamp. Here, too, Mixon's close working relationship with school site leaders pays off. When principals have common needs, for example, Mixon can take those requests up the ladder for approval.

"When we implemented Study Island last year, basically the principals came to me and said, 'We really want something for the kids to look at when they're home, and something for them to work on during their DRI time, their differentiated reading instruction," Mixon recalls. She floated the idea to the district instructional leadership team who evaluated the software and eventually approved its purchase.

Once decisions have been finalized and the Title I plan submitted and approved, Tebbenkamp assumes responsibility for ordering and asset management, as well as any additional post-implementation support. "If there's technology in this district, we support it," she says. Additionally, a member of the instructional technology support staff is also on hand to attend any teacher training on technology performed by other parties. "She doesn't do the training but she's there as a support mechanism. She knows how the teachers are using it in the classroom, so if there's an issue we can provide that level of support."

The process at Raytown is designed to give everyone—from teachers and school site leaders to district administrators—some say in how the Title I plan shapes up. When it comes to technology, much is achieved through the close working relationship between Tebbenkamp on the technology side and Mixon in Title I. Often, Mixon will describe the district's need and Tebbenkamp will evaluate and suggest software or hardware models. "Sometimes they know what they want and they come to me and we evaluate it together to make sure it will really fit that need," Tebbenkamp explains. "Or sometimes it's coming to me with an idea and then I'll find the tools to achieve that."

Raytown distills its philosophy into the simple mantra of: Respect others' roles and never make decisions in isolation. "It would be very easy for her to just make her plans for next year and not come talk to me," Tebbenkamp says. "And when it comes time to just purchase it, and then call me for help when it doesn't work. The key really is that communication, and knowing that we're in it together."

Taking It Home

In addition to resources for teachers and students, Raytown also uses technology to reach out to parents. Its student information system (SIS) features a parent portal, with support in English and Spanish, which provides access to district and school bulletins as well as student grades, attendance, and standardized test scores. To teach parents about the system, parent involvement nights—paid for with Title I funds—showcase the SIS, and let parents test drive interactive whiteboard games and the adaptive software that students use.

Furthering the technology to home connection has been a priority at Raytown, in general, although providing appropriate Internet access to students on the home front has proved a formidable challenge. Tebbenkamp says she's encountered difficulties in getting a reliable figure on how many homes have Internet access, and what percentage of parents in those homes let students do schoolwork. To help provide access to families of Title I students, the district depends on discounted programs from telecom companies, such as Comcast Internet Essentials. Currently, Tebbenkamp is also looking for a low-cost access point that students can tap into from home or on the go.

"If we are expecting students to have Internet access at home," she says, "at some point we're going to have to ensure that happens. Whether it's community hotspots where there are free places to go, or if it's subsidizing technology and Internet access in the home for those who can't afford it in the home, we're going to have to find a way."

Ultimately, Raytown's chief goals for the future are to close the achievement gap in their four focus schools and expand the use of technology into students' school day and everyday lives. Since much of the adaptive software purchased for Raytown's Title I and focus schools has been in use for less than 18 months, the district has not yet been able to compare to two years of standardized testing. But Mixon says that already the number of Tier 3 students—the highest at-risk category—has dropped in the focus schools, based on testing scores.

Appendix A: What is Connect2Compete?

Connect2Compete (C2C) is a national, nonprofit organization bringing together leaders from communities, the private sector, and leading foundations. Through its programs and the power of technology, C2C strives to improve the lives of Americans—regardless of their age, race, or education level. C2C helps Americans access technology through digital literacy training, discounted high-speed Internet, and low-cost computers.

Connect2Compete, which also operates under the program name "Everyone On," partners with the following vendors: Comcast, FreedomPop, Cox, Wilco, BrightHouse, MediaCom and GoodPC. The data packages offered are typically a lower package for throughput than regular paying customers, but the reduced price is still a good incentive.

- Internet Essentials from Comcast—Unlimited broadband service for $9.95 a month; option to purchase an Internet-ready computer for less than $150; free digital literacy training in print, online and in person; NSLP approved; no subscription in last 90 days; no past due fees; no overdue equipment non-return history with Comcast; territory specific.
- FreedomPop—1 GB, up to 12GB—$9.99 month; prequalified area
- Cox—50 GB $9.95; $9.95; NSLP approved; No subscription in last 90 days; no past due fees; no overdue equipment non-return history with Cox; territory specific
- Wilco—only for Philadelphia
- Bright house—Unlimited; $9.95; NSLP approved; No subscription in last 90 days; no past due fees; no overdue equipment non-return history with bright house; territory specific.
- Mediacom—Unlimited; $9.95;NSLP approved; No subscription in last 90 days; no past due fees; no overdue equipment non-return history with MediaCom; territory specific
- GoodPC—distribution of low cost refurbished or used computer equipment

Appendix B: How Other Countries Are Tackling Digital Equity

In some countries, ICT (information and communications technologies) is increasingly viewed as a policy of social inclusion and equity, rather than just an education strategy. This broad vision is inspiring efforts to extend learning beyond classroom walls, helping teachers and students to be more engaged and connected, bridging the home-school connection and improving the lives of families.The infrastructures and hardware components of these efforts are part of a much larger transformation and positioning of the next generation of learning systems.

Both Uruguay and Portugal have adopted this bold approach.

Over the last decade, Uruguay's embrace of ICT has been explosive compared to many other countries worldwide. The reason? An innovative approach by Uruguay's national government and its former President, Dr. Tabare Vazquez, to provide its 2,300 schools in regular and special primary education, its 350,000 students and its 18,000 teachers with free laptops and wireless connections through Plan Ceibal.

Since 2009, Plan Ceibal has delivered 450,000 laptops to all students and teachers in the primary education system and no-cost Internet access throughout the country. Plan Ceibal extends the reach of learning to low-income neighborhoods, parks, and community centers that surround each school by leveraging the many wireless access points throughout local communities. Participants have noted such positive impacts as: increased self-esteem in students, improved motivation of students and teachers, as well as active participation by parents.

Portugal is implementing one of the largest e-learning initiatives in Europe.) From 2008 to 2012, Portugal's eSchool initiative provided Magellan personal laptop computers and broadband access to 1.7 million K-12 students, adults in training programs, and educators, directly reaching almost 17% of the total population and 42% of the families throughout the country.

The total investment was 1.1 billion euros, equivalent to about $1.5 billion U.S. dollars. There was a shared financial responsibility model, with the state providing 27%, private sector telecom companies 42%, and the recipients of the computers and access 31%.

Portuguese students own the computer and bring them back and forth to school, allowing access to technology not only at school but at home. The ability to take the PCs home has had a very positive social effect by promoting digital literacy as well as increasing social mobility for students and their parents.

Appendix C: Federal Funds Purchasing, Asset Tracking, and Audit Compliance

It is important to understand the federal, state and local purchasing and asset management requirements prior to purchasing with Title I funds. In addition, you must be prepared for a Title I funds audit. The audit will require documentation regarding the purchasing practices as well as continued asset tracking.

The following are recommendations to assist with your documentation and asset tracking:

- Ensure that you have documented bidding procedures and that they conform to state and federal guidelines regarding purchasing with federal funds.
  - » Beware of consortium purchasing, not all consortium contracts abide by the above stated regulations.
- Ensure that you use the appropriate budget coding / funds allocation. Your state may have different definitions of an "asset" or "capital outlay" item. These items must adhere to inventory control procedures. Be sure that you use the appropriate funding type when purchasing large dollar items.

For example:

- The federal government sets an acquisition cost of $5,000 or more per unit for inventory management and control.
- Many states set their own levels, some as low as $1000, as is the case in Missouri.
- Local policy may or may not be more restrictive than the state. However, some states may not allow local policy to dictate the amount. For example, in Missouri, even if the local agency sets a limit of $500, when using federal funds, the $1,000 limit dictates funding type, not the $500 limit.
- Some states have additional requirements on what is considered an asset. For example: Missouri also includes: "items with an acquisition cost under $1,000 per unit which are considered attractive or easily pilfered." This would include computers, audio-visual equipment, mobile devices and most electronics, computer accessories and tools.

Asset Tracking Requirements

- Inventory management records required:
  - » Description of property
  - » Serial number or ID number
  - » Funding sources
  - » Who holds the title (if applicable)
  - » Acquisition date
  - » Cost of equipment
  - » Percentage of federal participation
  - » Location, use and condition of property
  - » Any disposition data including date of disposal and sale price if sold
- Suggested additional information to keep on file
  - » PO / Invoice / cost
  - » Packing slip or itemized serial numbers from vendor
  - » Local asset tag ID
- Suggested information clearly labeled on device
  - » Serial number
  - » Local asset ID
  - » Visual label as purchased with federal funds
- Physical inventory must be taken every two (2) years
  - » An inventory control system (to prevent loss, theft, or damage) must be in place
- Disposal / end of life
  - » Current fair market value under $5,000 and no longer needed for original federal program or other federal programs may be retained or sold. Disposition should be noted in inventory.
  - » Current fair market value over $5,000 may be retained or sold via property disposal regulations. Federal agency must be reimbursed for their percentage of the sale price. Disposition details should be noted in inventory.

Appendix D: Community Engagement

Parent and community engagement is critical to student success and closing the gap for at-risk youth. Districts face many challenges when it comes to communication and outreach. Challenges include parent involvement, language barriers, communication methods, and home Internet access. These challenges can be transformed into powerful community relationships when technology resources are utilized.

A well-implement student information system (SIS) and data reporting tool can be used to deliver real-time information regarding district and student performance. The SIS can provide secure information to parents or caregivers on their student's progress on assignments, standardized assessments, attendance and graduation progress. For example, a parent who can log in to see their student's attendance and grades are more likely to see if their child has excessive absences. That same parent can also see how each child factors into the achievement of the district and can connect the value of his/her child's attendance and performance. Public dashboards allow patrons to view aggregated assessment and attendance data. Informing patrons about performance and challenges that the district faces increases transparency. When done correctly, communication can increase engagement and the community's desire to improve overall performance.

No matter what data is available, families who do not speak English continue to be at a disadvantage. Some student information systems can provide a parent portal that can be translated into Spanish or other predominant language. Districts that do not have such a resource can utilize free translation programs such as Google translate to provide critical information to the community.

Parent involvement nights at each school can also be used to educate the community and families on the district's use of technology. These events could include one-on-one parent training on and access to the district SIS and data dashboards, a showcase of district technology resources and how they are used to teach Common Core curriculum, district online safety measures and resources for online safety.

Technology stations can focus on technology integration in English Language Arts and math. Stations can also be established to provide parent instruction on use of the technology so they understand how the tools are being used in the schools and can assist students in the use of resources at home. Literacy nights can focus on online literacy, online safety, and digital citizenship.

Additional community involvement can include parent newsletters that highlight technology used in the district. Newsletters can tie district initiatives to the Common Core and 21st century learning.

Appendix E: Internet Essentials from Comcast

Internet Essentials from Comcast is the nation's largest and most comprehensive broadband adoption program. It provides low-cost broadband service for $9.95 a month; the option to purchase an Internet-ready computer for less than $150; and multiple options to access free digital literacy training in print, online and in person. Qualified families include those with at least one child eligible to participate in the National School Lunch Program (NSLP), including parochial, private, charter, cyberschool and homeschooled students. Program materials are available in 14 languages free of charge to schools and non-profit partners at InternetEssentials.com/Partner.

In just two and a half years, we have connected more than 1.2 million Americans, or 300,000 low-income families, to the power of the Internet at home.

Comcast also recently announced:

- The Internet Essentials program is extended indefinitely—beyond its initial three-year period.
- We are making more than $1 million in grants to dozens of non-profit organizations in communities nationwide who have led the way in closing the digital divide. The grants are part of a multi-faceted Gold Medal Recognition Program and will enable the communities to create Internet Essentials Learning Zones, where non-profit partners will work together to enhance public Internet access and increase family-friendly digital literacy training.

The 15 Gold Medal recognized communities that will create Internet Essentials Learning Zones include: Adams County, Colo.; Atlanta, Ga.; Aurora, Colo.; Chicago, Ill.; Cicero-Berwyn, Ill.; Collier, Fla.; Denver, Colo.; Elk Grove, Calif.; Fresno, Calif.; Miami, Fla.; Palm Beach, Fla.; Pasadena, Texas; Seattle, Wash.; St. Paul, Minn.; and Tacoma, Wash. Comcast is also recognizing five "most improved" communities that are eligible to participate in the two-week, complimentary service opportunity. These include: Baltimore County, Md.; Lee, Fla.; Philadelphia, Pa.; San Francisco; and Stockton, Calif.

Since 2011, the program has reached a number of major milestones:

- Comcast and its community partners have provided support for free digital literacy training and education for more than 1.6 million people.
- Broadcast more than 3.6 million public service announcements, valued at nearly $48 million.
- Sold more than 23,000 subsidized computers at less than $150 each.
- Distributed more than 33 million Internet Essentials brochures at no cost.
- Welcomed more than 1.8 million visitors to the Internet Essentials websites in English and Spanish and the Online Learning Center.
- Fielded more than 1.9 million phone calls to our Internet Essentials call center.
- Partnered with more than 8,000 community-based organizations, government agencies, and federal, state and local elected officials.
- Offered Internet Essentials in more than 30,000 schools and 4,000 school districts, in 39 states and the District of Columbia.

For more information or to apply for the program, visit www.InternetEssentials.com or call 1-855-846-8376, or, for Spanish, visit www.InternetBasico.com or call 1-855-765-6995.

Appendix F: Kajeet

As schools and districts across the country "go digital" with content, devices, communication and collaboration platforms it is imperative to ensure equity for disadvantaged students and families.

Kajeet is focused on equal access to educational off-campus broadband to keep students better engaged with their schoolwork and improve educational outcomes. Kajeet currently works with school districts in more than a dozen states—primarily those with economically disadvantaged populations where digital equity is growing as online content and platform use grows.

The Kajeet SmartSpot™ solution ensures safe and affordable mobile broadband for any student device, any time and virtually anywhere. Kajeet partners with schools, non-profits, mobile broadband networks, government agencies and education communities to build comprehensive programs to address digital equity at scale. *"Every dollar a school invests must be accountable to educational purpose. At Kajeet, we are focused on education broadband including delivery, reporting, research and analytics. Dedicated Kajeet staff reduce the burden of initiating and managing these programs from already over-committed school staff,"* says Michael Flood, Kajeet's Vice President of Education Markets.

Learn more about Kajeet's role in Title I digital equity programs at http://kajeet.com/education.

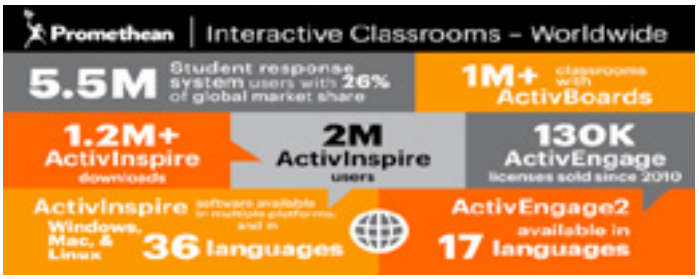
Appendix G : Promethean

Since 1997, Promethean has been focused on improving the learning experience of students and teachers through the effective use of technology. We offer our customers direct support from a large staff with countless years of real-world education experience. From former Superintendents, to Curriculum & Assessment Directors, Special Ed Directors, Technology Directors, and Classroom Teachers, all focused on helping schools across the globe use technology to motivate students to LEARN, and teachers to TEACH.

We can collaborate with your team with our 1:1 Digital Transition Master Plan that combines elements from 20 + years of experience in delivering classroom and school based instruction with engaging, interactive and relevant content. We partner with a multitude of content providers and technology partners to "bring it all together".

We're proud to be partnering with CoSN and the National Title I Association to provide ideas, resources information and examples to school districts looking to use technology to help their students become effective learners

Two exciting new products from Promethean



Promethean KUNO Tablet. A classroom-tough mobile learning system that creates a safe, flexible student-centered learning environment that goes beyond digitizing traditional teaching and learning practices.

Learn more at: https://www.Prometheanworld/Promethean-Kuno

And Introducing **ClassFlow**

A revolutionary cloud-based teaching and learning platform that makes lesson planning easier and lesson delivery more dynamic.

Learn more at: https://www.classflow.com/

For more information, contact:
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